

- o use relocatable classrooms at Oak View as needed if funds for a building addition are not secured.

Re: A SUBSTITUTE MOTION BY MR. EWING

Mr. Ewing moved and Mrs. Slye seconded the following substitute motion:

WHEREAS, The County Council has taken actions to reduce resources available for construction in the Blair Cluster elementary schools, necessitating a change in the Board's adopted plan for these schools;

and

WHEREAS, The superintendent has made a proposal to change the plan in accord with available resources, placing the entire French immersion program at New Hampshire Estates Elementary School, rather than at the Oak View Elementary School; and

WHEREAS The New Hampshire Estates Elementary School is now and has been and would partially continue to be a primary school, but with three additional grades of French, making it a very awkward hybrid;

and

WHEREAS, There is no single solution which meets all community objectives or all Board criteria for a good solution, but some decision needs to be made now, and some guarantees of stability, continuity and resources need to be made, to the extent such guarantees can be made; now therefore be it

RESOLVED, That the Board of Education adopts, as an amendment to its original plan for capital projects for elementary schools in the Blair Cluster the plan in the document dated June 12, 1986, prepared by Wilmer S. Cody, Superintendent of Schools, and entitled: Alternative 1 to Recommended Modifications for Capital Projects for Elementary Schools in the Blair Cluster, with the following exceptions:

- ~ Head Start students from the New Hampshire Estates service area would continue at New Hampshire Estates, (Bullet 1 on page 2 of alternative document)
- ~ Modify the architectural plans for the New Hampshire Estates project to increase its capacity by three additional rooms to permit location of the Head Start students at that school,
- ~ Use the remaining classroom authorization, after exploration of this possibility with the County Council, for purchase or lease of additional portable or modular classrooms to meet potential needs at schools on the list to be reassessed in the summer of 1986, and/or elsewhere in the county for the fall of 1986,
- ~ Address the need for additional space at and renovation of

Montgomery Knolls and other cluster schools in the FY 1988 capital budget.

and be it further

RESOLVED, That the superintendent be directed to reassess present levels of program integration between the English and French immersion program, and take actions which will assure improved and more extensive contact and interaction among all students in each of the two paired schools, and shall report to the Board his plans by December, 1986, and his actions by September, 1987; and be it further

RESOLVED, That the Board of Education pledges itself to provision of the resources needed to assure that the programs at New Hampshire Estates and Oak View work effectively, especially the staff training resources, the equipment, books, supplies and curricular materials, and the need for additional staff, and other resources which may be required to assure successful operation, in particular, of the French immersion program at two sites; and be it further

RESOLVED, That the superintendent of schools shall recommend to the Board, as part of his proposals for the FY 1988 budget, what specific resources will be needed to make the French immersion program work effectively, taking account fully of not only staff but also community views and recommendations with respect to these needs; and be it further

RESOLVED, That the Board of Education continues and will expand its commitment to the support of magnet programs and regular programs in all the cluster schools; and be it further

RESOLVED, That the Board of Education makes the following assurances, which though not legally binding, nevertheless represent its full commitment:

- ~ That the solution once adopted will stay in place with respect to its major elements for at least four years, giving time to develop and put in place smooth transitions, stable patterns of enrollment, clearly articulated educational objectives and specific educational programs with the necessary staff and other resources to make them succeed
- ~ That the Board will provide, if possible (given the budgetary dependency of MCPS on the executive and Council and state government), resources beyond the norm and beyond transportation costs to implement with a high level of effectiveness and success the educational programs in the cluster
- ~ That there will be continuous Board attention and staff attention to the progress and to the issues faced by the cluster schools, and would do that through regular monitoring and Board meeting with staff and community. In addition, resources will continue to be targeted for formal evaluation of

the cluster programs. The purpose would not be to make short-term changes in such matters as attendance areas or program locations or magnet program shifts or student assignment patterns, but to make sure that those things put in place had the requisite attention and resources to succeed.

~ That intensive planning for the educational programs affected by the adoption of this action will take place, in cooperation with and with the participation of affected community residents and those involved as parents, the aim being to assure that the specific educational plans assure a high level of excellence in the educational programs in these schools.

Re: A STATEMENT BY DR. SHOENBERG

Dr. Shoenberg made the following statement for the record:

"I think that some response to Mr. Ewing's statement is in order before we take a vote. What I am going to do in response to that argument is to argue for a different set of considerations, and they are programmatic ones.

"I recognize the political difficulties that Mr. Ewing points to, and I am fearful about those. I recognize the awkwardness of potential arrangements of relocatable classrooms and/or the alternative of capping the French program is also undesirable. But let me run through what I said the other night and add one item to that. First, we have a successful French immersion program, and it is valuable to us. While I don't know that splitting it would be fatal, I don't think it would be. I think it impairs the power of that magnet somewhat to draw, and more importantly it probably makes the people who have been involved with the program less enthusiastic about it. Since it is the parents who are responsible for that program's drawing other parents in, their loss of enthusiasm, I think, would further exacerbate the problem.

"Our Head Start through three program in New Hampshire Estates is successful. We have the beginnings of the Academy program at Highland View which people seem quite enthusiastic about and which I am, too. The Spanish Immersion program goes into Rolling Terrace very comfortably along with the international magnet program at Rolling Terrace which the people are comfortable with.

"I talked about one problem the other night, and it is really only one programmatic problem and that's what to do with the much too small English program at Oak View. Another thing that obviously we have to consider at the same time is the grade 4-6 situation for students at New Hampshire Estates. That also must be part of the problem since they must go someplace for grades 4 to 6. And also an effort certainly not to exacerbate the racial balance problem at New Hampshire Estates and to do something about that if we can. Mr. Derby spoke before to the ways in which we might exacerbate that problem, and I haven't heard any Board members wishing to gainsay on that. We do have the opportunity to improve it through a number of

the proposals on the table. Mr. Ewing's proposal does that, too. "As I sat and thought about what I had said, it seemed to me that programmatically the proposal that we laid before the County Council and which they effectively prevented us from carrying out in the way we wanted to really did address all of the programmatic issues, and because it does that, that is the proposal I would like to go with.

"I want to address that issue first, and I think I am willing to live with the disadvantages that the solution we have as the main motion entails. And there are recognizable disadvantages so that we can get a programmatic solution that retains the strengths that we now have and addresses the problems that lie before us. That's why I am going to vote for that solution and against Mr. Ewing's, which certainly has its attractions. I found myself as he spoke being very persuaded by a number of aspects of that proposed solution. We all want a perfect solution. There is no perfect solution. Mr. Derby made that abundantly clear. I think that we have realized that for some time. I think that weighing one thing against the other, I've got to go with the solution that offers the best programmatic options. That is what I am going to go with."

RESOLUTION NO. 379-86 Re: AN AMENDMENT TO THE FIRST WHEREAS
CLAUSE

On motion of Mr. Ewing seconded by Mrs. Slye, the following resolution was adopted unanimously:

RESOLVED, That the first WHEREAS clause be amended to delete

"necessitating" and substitute "and there exists an unusual circumstance which necessitates" to read:

WHEREAS, The County Council has taken actions to reduce resources available for construction in the Blair Cluster elementary schools, and there exists an unusual circumstance which necessitates a change in the Board's adopted plan for these schools; and

Board members agreed that this WHEREAS clause would be applicable to any resolution adopted by the Board this evening.

RESOLUTION NO. 380-86 Re: AN AMENDMENT TO THE PROPOSED SUBSTITUTE
MOTION AND THE SUPERINTENDENT'S
RECOMMENDATION

On motion of Mrs. Praisner seconded by Mrs. DiFonzo, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, (Mr. Foubert), Mrs. Praisner, Dr. Shoenberg, and Mrs. Slye voting in the affirmative; Dr. Floyd abstaining:

RESOLVED, That the four WHEREAS clauses from the superintendent's resolution of June 24, 1986, be added to Mr. Ewing's substitute motion and the superintendent's recommendation with a slight rewording of the WHEREAS clause in Resolution No. 379-86 as follows:

WHEREAS, On September 23, 1985, the Board of Education adopted actions affecting capital projects at New Hampshire Estates, Oak View, and Rolling Terrace Elementary Schools, as well as certain student and program assignments which affected Highland View and Piney Branch also; and

WHEREAS, On May 12, 1986, the County Council approved the construction funding for New Hampshire Estates and Rolling Terrace Elementaries, as requested by the Board, and denied funding for the 13-classroom addition planned for Oak View Elementary School, which was necessary to the comprehensive solution adopted by the Board of Education; and the Council, in the same action, added funds for an additional seven classrooms in the Blair cluster, but specifically prohibited the Board from placing any of the additional classrooms at Oak View; and

WHEREAS, The County Council action to reduce resources available for construction in the Blair Cluster elementary schools has created an unusual circumstance which necessitates a change in the Board's adopted plan for these schools; and

WHEREAS, There is a need to quickly approve modifications to the approved plan as the capital projects for New Hampshire Estates and Rolling Terrace are urgently needed and the assignment of New Hampshire Estates fourth grade students in September 1986 is unsettled; and

WHEREAS, The Board of Education held a public hearing on this subject on June 16, 1986; now therefore be it....

Re: A STATEMENT BY MRS. PRAISNER

Mrs. Praisner made the following statement for the record:

"I had some comments that I had prepared with the anticipation that we would have the proposal that is on the green sheet and also the other options that we had explored. So if you will forgive me, I am going to try and work my way through what I have developed as my opinions pro and con for different issues and try also not to duplicate what other Board members have said because I think brevity sometimes is also a virtue.

"There are, I think, a multitude of issues for us: programmatic, racial balance, and facility issues. I think Dr. Shoenberg's comments about the inadequate number of children in the Oak View English language program are and remain appropriate considerations. I think the assignment of the New Hampshire Estates children for grades 4 to 6 also remains an appropriate consideration for us to address in these recommendations and in this action.

"For me, the superintendent's original recommendation, which is again before us this evening, was not perfect obviously, but it was not developed whimsically but after considerable consideration of many

options and after many meetings and input from the community. I thought at that time that it was a good decision, and I still do so. The strength of that original recommendation came through to me as I started to look at the pluses and minuses of each of the options in front of us. I think the Board has to consider programmatic and racial balance issues. I know that the community has developed an option that it thinks does that as well. Unfortunately, as a Board member, I have to examine more than that. I don't question the sincerity of the proposal as it was prepared or of the citizens who developed it. I don't doubt for any minute that they believe that it is a viable alternative. It came through for me very clearly that they thought that it had considerable merit and that it was not a way from their perspective to escape what they have obviously chosen to identify with by living in that community in the first place. So I do not in any way, shape, or form criticize the community for having come up with what they think is a viable option. However, as a Board member I have to weigh more than what community concerns may be, and Mr. Derby's comments this evening add considerable weight to me to the arguments of why that is not the ideal solution.

"Mr. Ewing spoke about both programmatic and racial balance issues needing to be considered, and I agree. I guess for me, magnets are probably programmatically attractive but they are there primarily from my perspective for racial balance issues. If not for racial balance issues, then they would not be predominantly in the Blair area but would be available in a variety of places if they were just programmatic. There is a strong reason for having magnets for racial balance purposes. Splitting the French immersion program does not in my view strengthen that as a magnet. It weakens it programmatically, and it weakens it as a draw. It may be not the best or not even a very successful magnet from some peoples' perspectives, and I think we can always work on improving that. I think staff has started to do so as we see the increase in minority enrollments within the magnets.

"I would support some of the resolutions that Mr. Ewing has proposed to work on and continue to work on that effort, not in criticism of what has been done but in a confirmation or an affirmation of the need to continue to work on that in the future. I would also support some of the other elements of Mr. Ewing's motion that speak to a commitment on the part of the Board for the community. We have done that in the past in the B-CC cluster, and I think we have demonstrated by our actions that we have some action behind those words. I think it is important for us to make an equal kind of commitment here as well. I don't consider portables an ideal solution by any means, but when one looks at the attractiveness of some of those buildings and the positive way in which they have been accepted by communities where they have been introduced, that is the negative element that I can accept the most because it does not hurt some of the other elements that are more important to me: programmatic, racial balance, the efforts to strengthen the English program at Oak View and the assignment of New Hampshire Estates children and the fact that there would not be a K-6 or HS-6 school within their own community. So therefore reluctantly, I will support

the superintendent."

Re: STATEMENT BY DR. FLOYD

Dr. Floyd made the following statement for the record:

"Mr. President, I want to make several comments. The issue before us now is a very important one introduced by Mr. Ewing. I had specific reasons for offering the original motion, and I will come back to that if this substitute motion does not pass. My comments at this time relate to the issue which is before us in the form of a substitute motion. But before I say what's on my mind about that particular issue, let me make some preparatory comments which will put some other personal facts on the table

"I certainly applaud the effort which Mr. Ewing makes with this proposal, and certainly I do not question his motives. In fact, I support what I perceive to be the intent. I have some reservations whether or not this recommendation in the substitute motion is more compatible and will do more in the way of stabilizing and providing greater continuity in this particular community, which Mr. Ewing observed accurately, has not had much of either in the last ten years. I must say however that I have my doubts. It seems to me that this proposal simply adds one more layer on the table with other confusing proposals all of which are filled with complexity. The other matter noted by Mr. Ewing in discussing his motion were embodied in his remarks about the nature of segregation itself. He said he thinks he is the only Board member at the table who went all the way through elementary, secondary and college in a segregated setting. Well he is not. Let me set the record straight on that. "I went to elementary and secondary schools in the State of South Carolina during the mid-to-late 1940's, and that was before the famous case of Brown vs. the Board of Education of Topeka. I went to college in the early 50's, took time out to go to serve in the Air Force for four years, and returned to college in South Carolina in the mid-50's. That was the period when the societal practice of racial segregation was facing its strongest challenges legally as well as morally. The college that I was attending had its certification revoked by the State of South Carolina in 1956 for admitting one distinguished Hungarian refugee who had fled his country. Here was a small Methodist AME school that opened its doors and said to this brother from eastern Europe, come and get an education here, and for this gracious act of brotherhood it had its certification revoked by the State.

"So I must say that I, too, find the whole matter of Jim Crow and segregation an anathema. And therefore I am pleased to join with you, Blair, in being irate and finding segregation and all of its manifestations to be outrageous. I do not think though that segregation is what we have here in these proposals which are before us. If it was, the whole world can rest assured that I wouldn't vote for it. Even so I cannot support the substitute proposal which is before us because I think that the other proposal which I offered has a better chance of solving the existing problems and satisfying the

most people in this particular issue."

Re: STATEMENT BY MRS. DiFONZO

Mrs. DiFonzo read the following into the record:

"I, too, like Marilyn spent some time this afternoon preparing a prepared statement. I am going to read it into the record, recognizing that there have been some changes of necessity that have been made because of remarks that have been made at this table this evening.

"I have spent the past two months sweating bullets, wracking my brain and wringing my hands trying to figure out how best to address the problems we face in some of the Blair cluster elementary schools.

"I, as other Board members, have spent countless hours talking and listening to parents and staffs and community members and other interested citizens. I have spent even more hours reading correspondence from these same folks. And I have spent yet additional hours studying plans, recommendations, alternatives, suggestions and options.

"I thought I had reached a final decision on this subject back in September when the Board voted unanimously on a plan to pair Oak View and New Hampshire Estates, keeping French immersion intact at Oak View and sending the Spanish immersion program to Rolling Terrace where it could be incorporated into Rolling Terrace's international magnet program.

"But that was not to be as we all know, when the Council put the kibosh on a capital addition to Oak View, but told the Board we could add seven classrooms anywhere else in the Blair Cluster that we wished since, of course, they (the Council) did not want to meddle with educational policy nor tell the Board of Education how to do its job.

"And so we were sent back to the drawing board. Our staff members have worked like yeomen trying to create a silk purse -- or at least a cheap imitation -- out of a sow's ear. In other words, trying to develop a plan that is educationally and legally sound, logistically practical, morally correct and least damaging and disruptive to the children who are affected -- as a replacement for the September plan.

"Some excellent and very sincere minds have been at work suggesting alternatives and other options. The superintendent has submitted his alternative recommendation. There is also the Sligo/Branview Plan. There are an additional three alternatives suggested by the Board. There are three suggestions presented by the New Hampshire Estates staff. And there are still others that have been talked about and discussed but have never been committed to paper because the problems with them were obvious at first blush. Unwritten, therefore, does not equate with unconsidered.

"There are six options more or less formally on the table before us. I have rejected the superintendent's recommendation for a number of reasons. It moves many Head Start classes out of the New Hampshire Estates community. I believe in my heart that it is imperative for those little people to remain in the bosom of their community for as long as it is possible to keep them there. I am not convinced that it is now suddenly necessary to move them.

"New Hampshire Estates is a primary school and one that works extremely effectively for its students. It has a dedicated staff, dedicated parents, a warm and nurturing environment. Introduction of the total French immersion program, K-6 will by definition, change it from a primary school configuration. I am not prepared to do that.

"The superintendent's recommendation would require the addition of classrooms on an already strained New Hampshire Elementary site that I believe should not be required to support any more classrooms. It is one of the smallest sites in the cluster and the school and community deserve as much open space play area as we can allow while still meeting the needs of the educational program.

"Alternative 1 has a number of attractive components, but one major drawback in my mind is that it splits French immersion. I have argued, debated and discussed with a sizeable number of people the perceived or feared advantages and disadvantages of splitting the French immersion program. I am not at all convinced that splitting it would 'destroy' it as has been charged by French immersion proponents. I do believe, however, that with the program at its current size, the human support for the program within the program would be severely hampered which might prove to be damaging, but not necessarily destructive. Therefore, I cannot support Alternative 1.

"My problems with Alternative 2 are numerous. It does not address the small English program at Oak View, it diddles around with Spanish immersion and therefore Rolling Terrace, it would require an even larger capital addition on New Hampshire Estates than the superintendent's recommendation, and it still does not clean up the split articulation from Highland View. So much for Alternative 2.

"The Sligo/Branview plan is fraught with difficulties, some of which have been pointed out to us by our attorney who is an expert on desegregation issues. More specifically I have great personal difficulty with making New Hampshire Estates a K-6 school and creating racial isolationism. This would be further exacerbated by the necessary construction that would be required to handle all the New Hampshire Estates youngsters in a K-6 school. For this reason, this plan is unacceptable to me. Aside from the site strains I have already articulated, I think we would be flirting with, if not downright guilty of, charges of de jure segregation. Additionally, this plan would require a primary school, whose plans are still on the drawing board, to be changed to a facility able to handle K-6 youngsters. That would mean scrapping the construction plans and all the months of work that went into developing them.

"The construction and renovations at New Hampshire Estates and Rolling Terrace are and have been badly needed for a long, long time. These communities have blessed us with their patience quite long enough -- much longer than any of us have had a right to ask or to expect. I am not prepared to ask them to go back to square one. I am not prepared to ask their indulgence any longer. I think we need to get off the dime, move forward with the New Hampshire Estates and Rolling Terrace renovations and constructions, and let these people get on with the job of educating their young.

"Having said that, I move on to the superintendent's original recommendation which was adopted unanimously by this Board on September 23, 1985. It may not have been perfect then any more than it is not perfect now. But it was clearly the least wrong. Not only does it, in my opinion, continue to be least wrong, it is far and away the best plan before us tonight. I will not reiterate the reasons I voted for the plan in September nor will I reiterate the arguments I used before the Council in April to defend and promote the plan. I will simply say, I supported it then. I support it now.

"The New Hampshire Estates Staff summed up the whole situation very succinctly in their testimony to us last week and I quote: 'The County Council's decision not to fund additional space at Oak View placed an added burden on the Board, but it did not eradicate the program proposal.'

"Not only that, but members of the Council have repeated many times their intentions not to attempt to interfere or set educational policy for the schools in this county. I think that was wise. That is the right and, indeed, the legal responsibility of the Board of Education.

"Having said all of that, my bottom line is this: my vote this evening was going to have been to reaffirm the superintendent's original recommendation and the unanimous Board vote of September 23. On the strength and logic of the superintendent's remarks this evening, I will ameliorate this position and compromise by supporting the superintendent's recommendation of acceptance of Alternative 3 this evening. This amounts, in essence, to a reaffirmation of the September 23 plan. To do otherwise, I believe, would be doubly wrong -- doing the wrong thing for the wrong reason. Since a simple reaffirmation of the plan of September 23 would put us right back where we are now, Alternate 3 does at least allow us options. I would encourage us as a Board to actively pursue with the County Council full funding of a capital addition at Oak View so that we would not have to use portables for longer than is absolutely necessary to meet the educational program requirements in the Blair cluster.

"I further believe that the Board needs to actively pursue full Council funding for a capital addition at Oak View. In this situation portable classrooms become the least wrong compromise."

Re: STATEMENT BY MR. FOUBERT

Mr. Foubert read the following into the record:

"When I first joined the Board in May 9 of last year, one of the first issues that we dealt with at public hearings and otherwise was the same issue we are dealing with this evening. It seems ironic to me that my last Board meeting would be spent deciding these same issues again hopefully for the last time.

"A number of new proposals have been made since then. However, none of them seem to me to be any better than the one made on September 23 of 1985. It seems to me that the County Council is trying to play dirty politics, to get their own way, and to set some educational policy. I am not about to do anything which I feel would accommodate that. The decision we made on September 23, 1985, was not perfect; however, it did the least damage and made the most sense to me. I still feel that way and would stand behind that position. Although I do not like the precedent which would be set by putting a very large number of portables at Oak View, which I term as a temporary solution to a more permanent problem, I am reluctantly willing to support the superintendent's recommendation this evening."

Re: STATEMENT BY MRS. SLYE

Mrs. Slye made the following statement for the record:

"Dr. Cronin, like other members of the Board, I came prepared this evening to comment on the variety of proposals that we have examined. Since it is getting late and the members of the community have been very patient with us, I would like to confine my remarks to the two proposals that are presently before us as well as some of the comments that have been made on some of those proposals at the table.

"I think Mr. Ewing has stated the case rather well when he says that basically we are dealing with two issues here. We are dealing with racial balance concerns and we are dealing with programmatic concerns, and because of those two main concerns we are also dealing with facilities issues and enrollment and utilization concerns as well. On the balance, and I do appreciate the fact that we had an opportunity to fully discuss Mr. Ewing's alternative proposal tonight and that is why I seconded it, I feel that of all the alternatives which have been proposed and discussed and examined by the Board and by the community and by staff that the previously identified solution which the superintendent proposes again tonight with slight modifications preserves the soundest principles of educational programming in appropriate settings and effective delivery mechanisms for sound academic programs. It provides stability although Mr. Ewing's point is very well taken that that stability is questionable in terms of our ability to preserve it at this time. It improves racial balance within the cluster elementary schools and it promotes effective program delivery in all of these settings. Even if we must use portables for a time while we seek a more permanent solution, I will favor that solution because I think it produces the fewest undesirable consequences of all of the possible decisions before us.

"I think I would like to add to that. Basically we have to make a choice between whether or not we will take Mr. Ewing's well articulated risk on stability or whether or not we will take a risk on program delivery mechanisms. I believe that my basic feeling is that until the Council forces us to, I don't want to risk effective programs."

Re: STATEMENT BY MR. EWING

Mr. Ewing made the following statement for the record:

"I can count as well as anybody else, and I know how the Board is going to come out on this matter. Let me just leave the Board members and the public with this thought. I don't object to the substance of the superintendent's recommendation. I voted for it last fall. I have really grave trepidations about what is going to happen next. I think we are in for another year and a half of battles, and I don't think there is any guarantee we are going to win them. The community is split over this and will continue to be split. Some members of the community will not hesitate tomorrow, tonight yet if we are through in the next hour, to start with the County Council all over again to attempt to undo what the Board plans to do tonight.

"The Board has as yet no strategy for pursuing this. As far as I know, neither does the superintendent. It is a political problem of the greatest magnitude because the Council will regard it as a direct defiance of its intent, and I don't know what the rest of you think of the County Council members, but at the very least they are not pussy cats, and they will not roll over and play dead because of this action of the Board. I hope the Board is prepared for that, and I hope those in the community who support this will be prepared for that and will be prepared to take strenuous action over the next year and a half to continue to support this because that is what it will take, and in the meantime there will be uncertainty. I regret that. I think that the instability and the lack of continuity which that means is a serious problem particularly since we have no way of knowing whether we are going to win it and a good many reasons to believe that the Council could be extremely vindictive on this matter. It has been said there is nothing they can do about next year because we are not proposing to spend any capital money. That is true, but they are going to be around most of them for the future, and that will, I think, pose some very serious problems for us. If it were not for those problems, I would feel perfectly comfortable with what the Board is about to do."

Re: A STATEMENT BY DR. SHOENBERG

Dr. Shoenberg made the following statement for the record:

"I think certainly what we are about to do does fly in the face of what the County Council had in mind. It is not through any particular anger at the County Council, which is as entitled to its

opinion about how things ought to be done as anybody else, that I am able to vote the way I said I would, but because frankly I don't see another good way of doing it. I think that to say, 'Well, the County Council won't let us do this, we don't have another good way, let's let it sit' is just not an option.

"We have two schools that desperately need construction, a total reconstruction in one case. We have already had a pause in moving ahead with that construction. I don't want to have any further pause. I think we've got to make a decision and move ahead. The only alternative that I feel at all comfortable with is the one we've already voted for.

"I am going to hope -- and it is a pious hope -- that members of the County Council -- or some members of the County Council at least -- will understand that. This is not an intention to defy their intent, but an action that I take because I don't see anything else to do that is programmatically sound and that is legal and that achieves our desegregation ends. That is why I am going to vote for this.

"I would also like to say just a word: many members of the community of all different persuasions in this matter worked very patiently with me and helped me understand a lot of the issues, and I do appreciate it. I am inevitably going to disappoint some and please others, and maybe half please and half disappoint still some others by what I am going to do, but this has been a process in which there have been a lot of people of goodwill who have given a lot of time to help us try to understand the issue, and I do appreciate that, and I am sorry that inevitably making a decision of this sort has got to be disappointing to some."

Re: STATEMENT BY DR. CRONIN

Dr. Cronin made the following statement for the record:

"I also will vote to sustain the original decision of the superintendent and to use either portables or permanent construction as we need to in the future.

"The issues have, I think, been very well spelled out. We have a small school at Oak View in the English program, and we must address that for programmatic reasons. We have a quality integrated education policy which also must be addressed. In order to address QIE, we have located at Oak View a successful magnet program and the proposal that we have before us right now would be to split that program and perhaps threaten its success which would also threaten the quality integrated education success and also leave me with the difficulty of what I do with the Oak View English program.

"The use of portables on a long-term basis is something that we do not prefer to use, but if we are in that position, given the other educational and programmatic needs, I think we need to do that. We are looking for stability and continuity in the community, and I think we are looking for that especially for the children at New

Hampshire Estates.

"There is an irony to this as we talk about what has occurred since John first came on the Board. Five years ago I was testifying before the state Board of Education hearing examiner and the Office of Civil Rights and coming in representing the Board was Mr. Derby. The issue I made at that time was that the Board was deliberately creating a dead zone, separating the lower part of the county from the rest of the county and not putting its efforts as clearly as they should into integrated education. For me to come back here now and perhaps split a program which could threaten the very things that I was testifying about five years ago would be for me to be ultimately inconsistent. I also like to think that perhaps some part of that testimony I gave led to the overturning of the previous Board by the State Board of Education. If it did, I would take great pleasure in that.

"The issue arises of whether we are prepared to fight with the County Council. I would say yes, because we are the group which is charged by state law and by moral expectation in this county with being the educators of the children. We have it in our resources to bring to bear perhaps the major resource in this entire county, namely the Blair cluster. I don't think they've seen anything yet until the Blair cluster comes together behind this, and I offer that as one of our primary strategies. I am encouraged by that, because when I came on this Board four years ago, I heard a great hue and cry about what we would do at Rosemary Hills, and people would pull out of the system, the school system would be under great attack, and the entire thing would fail. About four months ago we heard from that entire community saying, 'what you have done has worked. We are behind it. We have major plans to make it succeed.' And the Board said, 'wonderful, let's go.' I would expect, I would hope the same here, I would lay out that I will lead the charge in the Blair community to say to the County Council, 'we expect this. We want it. We demand it. This is what your community expects.'" I think I would expect to hear very shortly from the Blair community that the fight is on. I will trust in those people who for years had said they were an integrated community. They have wanted to keep it the way they've had it. I expect them now to now say they've liked it this way and they want it funded this way. And if the County Council doesn't want to hear that, then I think they are deaf. I would also look to the fact that because of the election situation three of the County Council members will not be returning to the County Council. Therefore we do have a new voting group coming on, and the possibility of obtaining the necessary funding during next year's voting session on the capital budget.

"For programmatic and integration reasons I support the superintendent's proposal and expect a major effort to fund permanent construction next year."

Re: A STATEMENT BY MRS. PRAISNER

Mrs. Praisner made the following statement for the record:

"I would suggest that it is possible that we will have arguments with the County Council over this. However, I don't believe that we have to start with a confrontational mode. I think that we have said that by this action that it is and would become a permanent solution. I think that is what the superintendent is suggesting. We have all of the alternatives that we have gone through in the past plus the alternatives today. Council members may disagree with us, but I will give them the benefit of the doubt based on what information they think they had and the justification.

"I don't think it serves anyone's purpose to marshal troops in a confrontational or combative mode at this point. I would rather sit and reason as to the rationale and hope that there will be obviously people in this community as with every other decision that the Board has made who favor it and those who oppose it, and the Council members will hear from all of them. But to start it combatively to me is very negative and not productive.

Re: A MOTION TO ADOPT THE FIRST RESOLVED
CLAUSE OF MR. EWING'S SUBSTITUTE
MOTION (FAILED)

A motion by Mr. Ewing to adopt the first RESOLVED clause of his substitute motion failed with Mr. Ewing voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Dr. Floyd, (Mr. Foubert), Mrs. Praisner, Dr. Shoenberg, and Mrs. Slye voting in the negative.

RESOLUTION NO. 381-86 Re: SECOND RESOLVED CLAUSE OF MR. EWING'S
SUBSTITUTE MOTION

On motion of Mr. Ewing seconded by Mrs. Slye, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education adopt the second RESOLVED clause of Mr. Ewing's substitute motion with the deleting on "in each of the two paired schools" as follows:

RESOLVED, That the superintendent be directed to reassess present levels of program integration between the English and French immersion program, and take actions which will assure improved and more extensive contact and interaction among all students and shall report to the Board his plans by December, 1986, and his actions by September, 1987; and be it further

Re: WITHDRAWAL OF PROPOSED THIRD RESOLVED
CLAUSE OF MR. EWING'S SUBSTITUTE MOTION

Mr. Ewing withdrew his third Resolved clause. Mrs. Slye as the seconder agreed.

RESOLUTION NO. 382-86 Re: FOURTH RESOLVED CLAUSE OF MR. EWING'S
SUBSTITUTE MOTION

On motion of Mr. Ewing seconded by Mrs. Slye, the following

resolution was adopted unanimously:

RESOLVED, That Mr. Ewing's fourth RESOLVED clause be adopted with the the substitution of "magnet programs work more" for "French immersion program work" and the substitution of "not only of" for "fully of not only" to read as follows:

RESOLVED, That the superintendent of schools shall recommend to the Board, as part of his proposals for the FY 1988 budget, what specific resources will be needed to make the magnet programs work more effectively, taking account not only of staff but also community views and recommendations with respect to these needs; and be it further

RESOLUTION NO. 383-86 Re: FIFTH RESOLVED CLAUSE OF MR. EWING'S
SUBSTITUTE MOTION

On motion of Mr. Ewing seconded by Mrs. Slye, the following resolution was adopted unanimously:

RESOLVED, That the fifth RESOLVED clause of Mr. Ewing's substitute motion be approved as follows:

RESOLVED, That the Board of Education continues and will expand its commitment to the support of magnet programs and regular programs in all the cluster schools; and be it further

RESOLUTION NO. 384-86 Re: SIXTH RESOLVED CLAUSE AND FIRST BULLET
OF MR. EWING'S SUBSTITUTE MOTION

On motion of Mr. Ewing seconded by Mrs. Slye, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education adopt the sixth RESOLVED clause and first bullet of Mr. Ewing's substitute motion as follows:

RESOLVED, That the Board of Education makes the following assurances, which though not legally binding, nevertheless represent its full commitment:

- o That the solution once adopted will stay in place with respect to its major elements for at least four years, giving time to develop and put in place smooth transitions, stable patterns of enrollment, clearly articulated educational objectives and specific educational programs with the necessary staff and other resources to make them succeed

RE: WITHDRAWAL OF SECOND BULLET OF SIXTH
RESOLVED CLAUSE OF MR. EWING'S
SUBSTITUTE MOTION

Mr. Ewing withdrew the second bullet of his sixth RESOLVED clause. As the seconder, Mrs. Slye agreed.

RESOLUTION NO. 385-86 Re: THIRD BULLET OF THE SIXTH RESOLVED
CLAUSE OF MR. EWING'S SUBSTITUTE MOTION

On motion of Mr. Ewing seconded by Mrs. Slye, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education adopt the third bullet of the sixth RESOLVED clause of Mr. Ewing's substitute motion with the substitution of "assure" for "make sure," "programs" for "things," and "have" for "had" to read as follows:

- o That there will be continuous Board attention and staff attention to the progress and to the issues faced by the cluster schools, and would do that through regular monitoring and Board meeting with staff and community. In addition, resources will continue to be targeted for formal evaluation of the cluster programs. The purpose would not be to make short-term changes in such matters as attendance areas or program locations or magnet program shifts or student assignment patterns, but to assure that those programs put in place have the requisite attention and resources to succeed.

RESOLUTION NO. 386-86 Re: FOURTH BULLET OF THE SIXTH RESOLVED
CLAUSE OF MR. EWING'S SUBSTITUTE MOTION

On motion Mr. Ewing seconded by Mrs. Slye, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education adopt the fourth bullet of the sixth RESOLVED clause with the substitution of "achieve" for "assure" to read as follows:

- o That intensive planning for the educational programs affected by the adoption of this action will take place, in cooperation with and with the participation of affected community residents and those involved as parents, the aim being to assure that the specific educational plans achieve a high level of excellence in the educational programs in these schools.

RESOLUTION NO. 387-86 Re: DELETION OF SECOND AND THIRD WHEREAS
CLAUSES FROM MR. EWING'S SUBSTITUTE
MOTION

On motion of Mrs. DiFonzo seconded by Mrs. Praisner, the following resolution was adopted unanimously:

RESOLVED, That the second and third WHEREAS clauses of Mr. Ewing's substitute motion be deleted.

Re: RESTATEMENT OF THE SUPERINTENDENT'S
RECOMMENDATION

Board members agreed to the following restatement of the

WHEREAS, There is a need to quickly approve modifications to the approved plan as the capital projects for New Hampshire Estates and Rolling Terrace are urgently needed and the assignment of New Hampshire Estates fourth grade students in September 1986 is unsettled; and

WHEREAS, The Board of Education held a public hearing on this subject on June 16, 1986; and

WHEREAS, There is no single solution which meets all community objectives or all Board criteria for a good solution, but some decision needs to be made now, and some guarantees of stability, continuity and resources need to be made, to the extent such guarantees can be made; now therefore be it

RESOLVED, That the Board of Education's adopted plan of September 23, 1985 for the Blair Cluster elementary schools be reaffirmed as follows:

- o all program and student assignment elements as adopted are maintained
- o the urgently needed modernizations of New Hampshire Estates and Rolling Terrace are to proceed

and be it further

RESOLVED, That the plan as adopted September 23, 1985 be modified with respect to the Oak View facility as follows:

- o use relocatable classrooms as needed at Oak View beginning in 1987-88, using operating funds, if necessary
- o seek an appropriation from the County Council to construct a 13 classroom addition at Oak View in FY 1988 or later
- o use relocatable classrooms at Oak View as needed if funds for a building addition are not secured.

and be it further

RESOLVED, That the superintendent be directed to reassess present levels of program integration between the English and French immersion program, and take actions which will assure improved and more extensive contact and interaction among all students and shall report to the Board his plans by December, 1986, and his actions by September, 1987; and be it further

RESOLVED, That the superintendent of schools shall recommend to the Board, as part of his proposals for the FY 1988 budget, what specific resources will be needed to make the magnet programs work more effectively, taking account not only of staff but also community views and recommendations with respect to these needs; and be it

further

RESOLVED, That the Board of Education continues and will expand its commitment to the support of magnet programs and regular programs in all the cluster schools; and be it further

RESOLVED, That the Board of Education makes the following assurances, which though not legally binding, nevertheless represent its full commitment:

- o That the solution once adopted will stay in place with respect to its major elements for at least four years, giving time to develop and put in place smooth transitions, stable patterns of enrollment, clearly articulated educational objectives and specific educational programs with the necessary staff and other resources to make them succeed
- o That there will be continuous Board attention and staff attention to the progress and to the issues faced by the cluster schools, and would do that through regular monitoring and Board meeting with staff and community. In addition, resources will continue to be targeted for formal evaluation of the cluster programs. The purpose would not be to make short-term changes in such matters as attendance areas or program locations or magnet program shifts or student assignment patterns, but to assure that those programs put in place have the requisite attention and resources to succeed.
- o That intensive planning for the educational programs affected by the adoption of this action will take place, in cooperation with and with the participation of affected community residents and those involved as parents, the aim being to assure that the specific educational plans achieve a high level of excellence in the educational programs in these schools.

Re: ADJOURNMENT

The president adjourned the meeting at 10:55 p.m.

President

Secretary

WSC:mlw